

CALIFORNIA SCHOOLS

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ANNUAL REPORT OF THE CALIFORNIA COMMITTEE FOR THE STUDY OF EDUCATION, 1945-46

HIRAM W. EDWARDS, Secretary of the Committee and Director of Relations
with Schools, University of California

This is the fifth annual report of the California Committee for the Study of Education. It includes statements concerning the following items: (1) Function and Procedures, (2) Enlargement of Membership, (3) Consideration and Establishment of new Subcommittees, (4) Progress reports of Subcommittees, (5) An Important Conference on General Education, (6) Financial Report for the Year Ending March 15, 1946, (7) Membership, (8) Conclusion.

1. FUNCTION AND PROCEDURES

The California Committee for the Study of Education was established for the purpose of providing a means for analytical study of problems arising within the educational system of the state. Such problems are usually referred to the California Committee by one or another of the many organizations of teachers and administrators throughout the state and have their origin largely in circumstances surrounding the transfer of students from one institution to another. When a problem is presented to it, the California Committee makes a careful study of the implications, considers relationships with other problems which may have already been assigned to subcommittees or are being held for assignment, formulates the problem in such a way that its solution is more likely to be of practical importance, and then turns it over to a subcommittee for study.

In other words, the California Committee serves as an integrating Committee, attempting to preserve balance and co-ordination among the various units of the state educational system. It assigns specific problems to subcommittees, defines the problems, and indicates their limitations so as to avoid ambiguities. It tries to find individuals for the subcommittees whose background of experience and interest particularly fit them for work in the specific fields.

In order to make timely suggestions and direct the investigations, the California Committee keeps in close contact with the work of each of its subcommittees. For this latter purpose, chairmen of subcommittees are asked to present frequent progress reports.

2. ENLARGEMENT OF MEMBERSHIP

During the past year, the California Committee has extended its membership to include educational organizations not heretofore listed,

namely, the California Elementary School Principals' Association, the Western College Association, the California Association of Independent Secondary Schools, and the California Association of Adult Education Administrators. In addition, the Association of California Public School Superintendents was given one more representative, making a total of two in all.

The California Committee clearly recognizes the importance of keeping the number of its members within those limits which experience has indicated to be most effective for productive work. The total number of members is now 17, representing eight associations, the State Department of Education, the state colleges, and the state University. The membership list of the committee and its alternates is included in the last section of this article.

3. CONSIDERATION AND ESTABLISHMENT OF NEW SUBCOMMITTEES

Subcommittee on Mathematics Education. The annual report of the California Committee for the year 1944-45 contained a summary of the report of the first Subcommittee on Mathematics.¹ This subcommittee explored the several areas of mathematics curriculums and defined pupil and student groups of varied mental maturity and educational objectives. It was manifestly impossible for this small subcommittee, with its limited funds, to conduct extensive investigations to accumulate data essential for conclusive recommendations. Since there was need for additional studies to be undertaken by organizations equipped to mobilize state-wide resources of teacher experience and administrative co-operation and since it was important also that the relationships of mathematics and the total program of education be indicated and the mutual reinforcement of concepts of mathematics and of other subject fields be discovered, the California Committee decided to establish a new and augmented subcommittee to continue a study of this problem of mathematics. Since a co-operative undertaking on the part of the various educational organizations in the state could lead to more constructive practices in the field of mathematics teaching, the California Committee agreed that the subcommittee should be composed of curriculum technicians and teachers on the various levels of education and of representatives of the various organizations in the state which are working in this area.

Consequently, a Subcommittee on Mathematics Education was appointed in December, 1945. This subcommittee was instructed to make an analysis of all of the areas represented in the elementary, secondary, and collegiate fields, including teacher training, so that it would be in a position to design machinery and plan procedures which would allocate

¹Hiram W. Edwards, "Annual Report of the California Committee for the Study of Education, 1944-45," *California Schools*, XVI (September, 1945), pp. 153-6.

to the committees of co-operating organizations such functions as would be particularly appropriate and desirable for them.

The following organizations and committees were named as those which should have representatives on the Subcommittee: (1) Elementary Arithmetic Curriculum Committee, (2) Secondary Mathematics Curriculum Committee, (3) Teacher Education Committee, (4) California State Curriculum Commission, (5) Division of Secondary Education of the State Department of Education, (6) California Mathematics Council, (7) California Council of Teacher Education, (8) Public Schools System. It was considered essential that there be, in addition to the chairman of the subcommittee, an individual responsible for co-ordination and development of the work in accordance with the master plan. Furthermore, it was decided that a member of the California Committee should be on the subcommittee—someone intimately connected with the program—in order to assist the chairman in interpreting and carrying out the ideas of the California Committee. Frank B. Lindsay was asked to serve in both these capacities, with the title of co-ordinator. All were agreed that there would be no conflict between the duties of the chairman of the new subcommittee and those of the co-ordinator.

The following individuals were asked to serve on this subcommittee:

C. H. SIEMENS, University of California—*Chairman*

H. B. McDANIEL, State Department of Education—*Consultant*

HARRIETTE BURR, San Jose High School

GEORGINA T. DROITCOUR, Berkeley Public Schools

LUCIEN B. KINNEY, Stanford University

FRANK B. LINDSAY, State Department of Education

RICHARD MADDEN, San Diego State College

M. E. MUSHLITZ, State Department of Education

PETER L. SPENCER, Claremont Colleges

From what has been said, it may be seen that the Subcommittee on Mathematics Education is in a position to encourage a co-ordination of studies of various organizations interested in this field. It has no authority over any other organizations or committees. Its function is to bring the persons who are conducting studies together and, if possible through volunteer action, to weave them into a composite study. This may be done through the interchange of information and through discussion of aims and methods. Through such discussion it may be possible to avoid overlapping and to open up fields of study which might otherwise be neglected.

It is not expected that the autonomy of the various other organizations will be invaded or that the identity of the studies made by them will be lost. If through this plan a group of studies may be carried on which

will follow a comprehensive pattern and consistent procedure and which may perhaps eventually be brought out as a unified group or series, a useful end would seem to be accomplished. However, the co-ordination or unification of various undertakings would be entirely voluntary, and if it came about would be a natural development of the consultations conducted by the committee.

The following progress has been made to date by the subcommittee as reported by Mr. Siemens, the chairman, at the April, 1946, meeting of the California Committee:

"The Subcommittee has been active in co-ordinating various suggestions for study and is at present concerned with the planning of an over-all pattern of studies to be undertaken by a variety of individuals and groups, including the National Postwar Commission on Mathematics, the three reserve committees of the California Mathematics Council, and graduate students in California Universities.

"The studies on the elementary level are concerned primarily with basic concepts in arithmetic and the development of criteria for textbook evaluation apropos to forthcoming text adoptions in California. The studies contemplated on the secondary level are in the areas of guidance, reading, mathematical achievement, audio-visual aids, and curriculum projects."

Subcommittee on Uniform Course Names and Numbers. The Junior College Conference Committee¹ submitted a request to the California Committee that it give consideration to the establishment of a subcommittee on uniform college course names and numbers. It was pointed out that there are a number of fundamental undergraduate courses that are generally designed to fit a definite and state-wide prerequisite; for example, a course in physics is given by nearly all colleges to satisfy the requirement in physics for the schools of medicine. Consequently, there would be considerable convenience if all colleges would adopt the same name and number for identifying such a course. The same would be true for many other courses which are essentially prerequisite in character. Such a unification would in no way limit or restrict the courses which a college wished to offer.

At its meeting on October 13, 1945, the California Committee took action to establish a Subcommittee on Uniform College Course Names and Numbers to work out such a unification. The members of this subcommittee are:

A. J. HAMILTON, Chico State College

JOHN H. ANDERSON, Pasadena Junior College

FLORENCE BRADY, Occidental College

¹ A committee on affiliation between junior colleges and the University of California.

JAMES H. CORSON, College of the Pacific
W. H. DURHAM, University of California, Berkeley
J. PAUL MOHR, San Francisco Junior College
G. E. SHERWOOD, University of California, Los Angeles
H. D. WINBIGLER, Stanford University

The consultants to the subcommittee are

JOEL A. BURKMAN, State Department of Education
BASIL H. PETERSON, Glendale College
J. EDWARD SANDERS, Pomona College

The subcommittee submits the following progress report.

The attention of the Subcommittee on Uniform College Course Names and Numbers was directed first to the problem of determining a set of principles that seemed basic to a numbering system applicable to all departments (fields of content). These were tentatively approved and applied to two departments, namely, English and mathematics, with the hope that they would furnish the basis for a progress report at the April meeting, and that from the discussion stimulated by this report amendments to these principles would be made or entirely new ones suggested and approved.

PROPOSED BASIC PRINCIPLES FOR SYSTEM OF COURSE NUMBERS

I. SUBCOLLEGIATE COURSES

Courses taught in the colleges and/or universities, but normally taught in the high school, should be assigned letters as follows:

1. The first course or year of a subject—the letter A
the second course or year of a subject—the letter B, etc.
2. One-semester subjects such as trigonometry or solid geometry—a separate letter for each subject
3. Remedial courses on the sub-freshman level—letters from the latter part of the alphabet beginning with the letter R

II. LOWER DIVISION COURSES

Courses in the lower division should be numbered from 1 to 99, inclusive, as follows:

1. Basic courses which introduce general background, principles, or philosophy—the numbers 1 to 29, inclusive
2. Other courses in the department which are offered primarily for bachelor's degree credit—the numbers 30 to 69, inclusive
3. Terminal or semiprofessional courses for which degree credit may or may not be given—the numbers 70 to 98, inclusive
4. Special problem courses—number 99

III. UPPER DIVISION COURSES

Upper division courses should be numbered 100 to 199, inclusive, as follows:

1. Courses such as those described under II-1, which are extended into the upper division (as Advanced Composition)—the number 100 plus the corresponding lower division number (e.g. English 101, Advanced Composition when the freshman composition course is English 1)

2. Courses such as those described under II-2, which are extended into the upper division—the number 100 plus the corresponding lower division number; but if nonsequence courses on the upper division level designed for general education—a number from 130 to 169, inclusive, so long as they do not conflict with the sequence course numbers provided for above
3. Special problem courses—number 199

IV. GRADUATE DIVISION

All graduate courses should be numbered from 200 to 299, inclusive, carrying through the sequence idea, i.e., 4, 104, 204, but classified as follows:

1. Graduate lecture courses—numbers from 200 to 249, inclusive
2. Graduate seminar courses—numbers from 250 to 274, inclusive
3. Graduate research courses—numbers from 275 to 299, inclusive

As an illustration of the above plan the committee suggests the following tentative names and numbers in the fields of English and mathematics.

English

R	English Composition (Now called Subject A)
1a-1b	Freshman Composition
2a-2b	Introduction to Literature
6a-6b	Survey of English Literature
12a-12b	Introduction to American Literature
53	Introduction to the Novel
55	Introduction to World Literature
101a-101b	Advanced Composition
105	Chaucer
106	Shakespeare
107	Milton
112a-112b	American Literature
130	Comparative Literature
136	English Bible as Literature
142	Recent Poetry
155	Independent Reading

Mathematics

A	Elementary Algebra
B	Plane Geometry
C	Trigonometry
D	Intermediate Algebra (2nd yr. High School Algebra)
E	Commercial Algebra
G	Solid Geometry
1	College Algebra
3a	Plane Analytic Geometry
3b	First course in Calculus
4a	Second course in Calculus
4b	Third course in Calculus
9	Introduction to Projective Geometry
10	Spherical Trigonometry
12	Introduction to Statistics
14	Integral Calculus and Differential Equations
32	Mathematics of Finance
37	Mathematics for Sociology and Life Sciences

105	History of Mathematics
106	Numerical Mathematical Analysis
108	Theory of Algebraic Equations
111a	Introduction to High Algebra
111b	Group Theory
112a	Introduction to Higher Geometry
112b	Introduction to Metric Differential Geometry
115a-115b	Introduction to the Theory of Numbers
119a-119b	Differential Equations
120a-120b	Elementary Theory of Probability
121	Mathematical Introduction to Economics
122a-122b	Advanced Calculus
125	Analytic Mechanics
126	Potential Theory
127a-127b	Foundations of Mathematics
130	College Geometry
131a-131b	Elementary Mathematics for Advanced Students
133	Synthetic Projective Geometry
136	Exterior Ballistics
140a-140b	Advanced Engineering Mathematics
147	Mathematics in Secondary Schools
155	Map Projections
212	Differential Geometry

It is the recommendation of this subcommittee that the California Committee for the Study of Education appoint a subcommittee for each subject field and place upon these subcommittees the responsibility of applying these principles to their respective fields.

As can be seen, the report includes a broad general scheme for the naming and numbering of basic college courses and for lettering certain high school courses. Mr. Hamilton pointed out that the subcommittee was concerned with uniformity only insofar as it concerns those courses which are commonly classified as prerequisites. The scheme of numbering, however, includes allocation of number groups to each of four classes of courses and provides other useful means of identification.

The recommendations of the subcommittee that the California Committee set up sections for each subject field and place upon the personnel of these sections the responsibility of applying the principles to their respective fields as formulated by the parent subcommittee were considered by the Steering Committee at its April 17th meeting. The Steering Committee set up such sections in English, history, physics, chemistry, and Spanish. If the scheme is found to be practicable, sections will be established in all other subject fields, including the other foreign languages. The names of the individuals who have been asked to serve in these sections are as follows:

Chemistry:

G. K. ROLLEFSON, University of California, *Chairman*
 P. VICTOR PETERSON, San Jose State College
 JULES FRADEN, San Francisco Junior College

English:

PHEBE WARD, San Francisco Junior College, *Chairman*
R. BERTRAND EVANS, University of California, Berkeley
HUGH C. BAKER, San Francisco State College

History:

J. J. VAN NOSTRAND, University of California, *Chairman*
EMORY RATCLIFFE, Fresno State College

Physics:

PAUL H. KIRKPATRICK, Stanford University, *Chairman*
GEORGE A. POMEROY, San Mateo Junior College
VICTOR F. LENZEN, University of California

Spanish:

JUAN B. RAEL, Stanford University, *Chairman*
L. B. SIMPSON, University of California
ISABEL M. SCHEVILL, Mills College

Additions of sections in Chinese, Japanese, and Russian to the Subcommittee on Foreign Language. During the year, the California Committee gave careful consideration to the inclusion of sections in Chinese, Japanese, and Russian to the California Subcommittee on Foreign Language. The Committee also considered the question as to whether or not the subcommittee should consider endorsing the establishment of classes in the secondary schools in these languages. It was the opinion that such a question involved the consideration of a fundamental policy and was therefore not in line with the assignment to the subcommittee, which involved the working out of minimum essentials and standard achievement tests in each of the levels in each of the various foreign languages. It was, however, considered proper for the subcommittee to prepare a statement of the minimum essentials in Chinese, Japanese, and Russian, even though there are few classes in these languages in the secondary schools at the present time. It was thought that a listing of minimum essentials would be of use when classes in these languages were established. Consequently, the subcommittee appointed individuals to serve on the subcommittee in the languages indicated. The names of these appointees are as follows:

Chinese:

CHARLES A. STANLEY, University of California, *Chairman*
S. H. CHEN, University of California
BING-CHUNG LING, Mills College
CH'EN SOU-YI, Pomona College
THEODORE CHEN, University of Southern California
SHAN WING CHAN, Stanford University
H. CORBATO, University of California, Los Angeles

Russian:

P. A. BOODBERG, University of California, *Chairman*
YAKOV MALKIEL, University of California, Berkeley
E. H. TEMPLIN, University of California, Los Angeles
OLEG A. MASLENIKOV, University of California
A. VDOVIN, University of California Extension Division
CYRIL BRYNER, Stanford University

*Japanese:*FLORENCE W. FARQUHAR, University of California, *Chairman*

DOUGLAS ATCHESON, Stanford University

BROOK MCKINNON, University of California Extension Division

Subcommittee on Social Studies. The California Committee gave careful consideration to the establishment of a Subcommittee on Social Studies. These deliberations came about as a result of the findings of the Subcommittee on United States History and Civics, the final report of which was published in the third annual report of the California Committee for the Study of Education for the Academic year 1943-44.¹ This subcommittee called attention to the fact that frequently California high school students lack formal instruction in world history and that they need such a course in order that they may have a broad background for understanding world affairs. The California Committee recommended the establishment of a Subcommittee on Social Studies whose function would be to make a study and investigation of the entire social studies program with primary emphasis being placed on the offering in the secondary field. After discussing the problem from several angles, the Steering Committee decided that it would be better first to clarify its ideas on the broader problem of general education.

4. PROGRESS REPORTS OF SUBCOMMITTEES

Subcommittee on Accreditation. The following progress report was made at the April meeting of the California Committee by Basil H. Peterson, Chairman of the Subcommittee on Accreditation

STATEMENT OF PROBLEM

The problem of the Subcommittee on Accreditation is to determine the present procedures, status, and value of accreditation practices as related to high schools, junior colleges, and four-year colleges or universities in the United States.

PROGRESS OF THE INVESTIGATION

a. *High School Accreditation.* The study of the present status and procedures of high school accreditation has been completed. The report of the subcommittee on this phase of the investigation is now in the final stages of formulation and will be submitted to the California Committee at an early date.

The study of the evaluation of high school accreditation is now in progress by Brother Lambert at Fordham University. The investigator reports that the most exhaustive study of the defects of accreditation

¹ Hiram W. Edwards, "Annual Report of the California Committee for the Study of Education," *Annual Publication of the Western Association of Colleges and Secondary Schools*, September 1, 1944, pp. 7-8.

systems commonly in force in high schools is found in the report of the Co-operative Study of Secondary School Standards Committee, 1939.¹ This organization not only made a study of the inadequacies of the standards and methods of accreditation, but also developed a means of accreditation, the *Evaluative Criteria*,² designed to assist in overcoming these inadequacies. The purposes of the Co-operative Study were to find answers to the following questions: (1) What are the characteristics of a good secondary school? (2) What practicable means and methods may be employed to evaluate the effectiveness of a school in terms of its objectives? (3) By what means does a good school develop into a better one? (4) How can regional associations stimulate secondary schools to continuous growth?

Brother Lambert plans to evaluate high school accreditation through studying the opinions of high school principals regarding the extent to which the Co-operative Study has achieved its purposes. He will also solicit the judgment of principals concerning which agency or combination of agencies they believe preferable for accreditation of high schools as well as their opinions on advantages and disadvantages of accreditation. He will make a complete study of the schools in the Middle States Association and supplement this study by a sampling of schools from states in other accrediting associations. Brother Lambert reports that his survey sheet is now about ready to send out. He hopes to finish the study by next fall.

b. *Junior College Accreditation.* An elaborate survey sheet was mailed by Jules Fraden to all junior college administrators in the United States, numbering 581. To date, 432 replies have been received, representing a 74 per cent return. Mr. Fraden is now in the process of tabulating and analyzing these data. He has also gathered data regarding standards of accreditation for junior colleges from the following sources: state departments of education, state universities, regional associations, denominational associations, and Engineers' Council for Professional Development Subcommittee on Technical Institutes.

c. *Four-Year Senior College and University Accreditation.* The investigator, Kyle Esgate, has substantially completed all tabulations from the survey sheets which have been received from sampling of four-year colleges and universities in the United States. Two types or classes of tables have been prepared: those which provide purely factual information, and those which are summaries of expressions of opinion. The investigator has encountered considerable difficulty in preparing the

¹ *Evaluation of Secondary Schools.* General Report on the Methods, Activities, and Results of the Co-operative Study of Secondary School Standards. Washington: Co-operative Study of Secondary School Standards, 744 Jackson Place, 1939. Chap. I, "Development of Accreditation of Secondary Schools by Regional Associations," pp. 1-17.

² *Ibid.*, Chap. V, "Development of *Evaluative Criteria*," pp. 62-92.

latter type of tabulation. It has been difficult to catalog the variously expressed opinions of the different administrators. Mr. Esgate is now in the process of analyzing the data at hand. He reports a desire to complete his study during the coming summer.

Subcommittee on Combined High School Transcript and Counseling Blank. During the year, Paul Webb found it necessary to resign from the chairmanship of this subcommittee, and Guy A. West of Chico State College was appointed to serve in his place. Another member has also been added to the subcommittee, namely, Stuart Mitchell of Chico High School.

Mr. West met with the California Committee at the time of its Spring meeting, just after he had received the portfolio of subcommittee materials from Mr. Webb. Under the circumstances, Mr. West had no report to make to the California Committee. He did wish to discuss the assignment with the Committee in order to clarify certain aspects of the problem. It was suggested that Mr. West and his group make plans to obtain from colleges, particularly the private colleges, statements concerning the particular counseling items which they think are desirable in connection with the transfer of students. Mr. West was also told that attention might be directed to the Transcript of High School Record (Form J-46), issued by the California State Department of Education, and to the possibility of enlarging it to include counseling information.

Subcommittee on Conservation Education. This subcommittee had no report to make at this time.

Second Subcommittee on Foreign Language. C. C. Humiston, Chairman, reported that his subcommittee has completed minimum essentials for the first and second years of high school in French, Spanish, Italian, German, and Latin. All of the sections are now working on syllabuses for the minimum essentials for the third year of high school.

It has been agreed by all members of the Northern and Southern divisions that the syllabuses for the third and fourth years of high school must necessarily be much shorter than those of the first and second years.

As was pointed out earlier in this report, sections on Russian, Chinese, and Japanese have been organized. Iver N. Nelson, co-ordinating chairman for the Northern Division, has met with the chairman of these new sections and has discussed with them the procedures which have been followed in the working out of minimum essentials.

A section in the south has been formed for the purpose of working out minimum essentials for Portuguese, even though no courses at the present time are being taught in the high schools in this language. As yet, no section has been appointed in the north for the study of Portuguese, but it is under consideration.

At present the greatest need for the advancement of the work of the subcommittee is personal conferences between the section chairman for each language. In reviewing the work, there is a noticeable discrepancy in the syllabuses of the same language coming from the two sections. The contents of the various syllabuses range from the simplest of materials that student might be expected to retain at a given level to the ideal course that ought to be and might be taught if perfection could be attained in a single presentation of subject matter. The time is rapidly approaching when there must be a meeting among the chairmen of the various sections so that the committee as a whole may co-ordinate the reports of the various language sections into a unified whole.

As may be seen from the minimum essentials set up for French which are given below, a vocabulary is essential if the subcommittee is to prepare placement tests. Neither the Northern nor the Southern Division has, up to the present time, made any attempt to formulate placement tests. After the minimum essentials for the first three years have been completed, the chairman will consult with the northern and southern committees for the consideration of placement tests already in use to see whether they can be adapted to the minimum essentials or whether it will be necessary for the subcommittee to prepare placement tests based upon its material.

Following is the syllabus of minimum essentials for French prepared by the Northern and Southern divisions.

I. INTRODUCTION

- A. The purpose of this syllabus is not to give the teacher a detailed guide to what he should teach or to methods of teaching. Its object is to indicate the minimum, these essentials of grammar and the like which the student must know at the end of the first two years. It is understood that, in the course of this period, the average student will learn many other grammatical and syntactical phenomena; but he will not be held responsible for anything not indicated in this syllabus, as far as his prerequisite knowledge for further work in the language is concerned.
- B. As a basis of this report, three sources are used:
 - 1. The pedagogical experience of the members of this Committee
 - 2. Similar reports and documents
 - 3. Actual practice as illustrated in the contents of six or more of the grammars most widely used in high schools and colleges.

II. PREFACE—GENERAL REQUIREMENTS AND METHODS

- A. Pronunciation; use of phonetic symbols: Pronunciation should be taught at least in part through the use of phonetic symbols. Students should not be required to write in phonetic script. A text book should be used which explains and makes use of phonetic script in the vocabulary lists in each lesson.
- B. Liaison: The student should learn, in an elementary degree, the commonest cases of obligatory and impossible linkings.

III. GRAMMAR AND SYNTAX

- A. Pronouns: An adequate study should be made of unstressed subject and object pronouns; of *y* and *en*; *e'est moi* (etc.); interrogatives *qui*, *que*, *quel* (with and

without *est-ce-que*) ; relative pronouns *qui* and *que*; the demonstrative *ce, c'est, ceci* and *cela* (*celui*, etc.) ; possessive pronouns *le mien*, etc., *est à moi*, etc., *lequel*, etc. ; *on* ;

- B. Word order: Chief rules for declarative, negative and interrogative ; general rules for position of adjectives and adverbs including *de plus* nouns ;
- C. The article: Use of the definite article in generalizations and abstractions, with place names, days of the week and similar constructions ; its contractions, elementary rules for the indefinite article.
- D. The partitive: The general idea ; use with articles and without articles, with intervening adjective ; *la plupart des, bien des*.
- E. Plurals and feminines of nouns and adjectives included in the lists above. Irregular feminines of adjectives in -e, -x, -er, -f, -g ; also specifically *ancien, bon, gentil, gros, beau, nouveau, vieux* (including double masculine forms).
- F. Comparison of adjectives and adverbs. Comparative and superlative with *plus, le plus, le (la, les) . . . le (la, les) plus* followed by adjective. Mastery of the use of *meilleur (bon)* and *mieux (bien)* ; use of *aussi . . . que, plus . . . que*.
- G. Verbs: An active knowledge of the following verb forms should be required :
1. Present infinitive
 2. Past participle (only, however, as used in the past indefinite) ;
 3. The following tenses of the indicative : a. present (both in habitual and progressive action) ; b. past indefinite ; c. imperfect (only as it corresponds to obvious English imperfections) ; d. future (corresponding to English shall and will) ; e. conditional
 4. The present participle
 5. The imperative second person plural

IV. VOCABULARY

- A. Verbs: An active knowledge of the following verbs, in the above mentioned tenses, with special attention to those in *italic* :

accompagner	conduire	entendre	monter	regarder
admirer	se coucher	entrer	montrer	remplir
aimer	couper	envoyer	mourir	rencontrer
<i>aller</i>	courir	espérer	naître	rendre
amuser	couter	<i>être</i>	oublier	répondre
appeler	craindre	étudier	ouvrir	rester
apporter	croire	expliquer	parler	retourner
apprendre	déjeuner	<i>faire</i>	partir	réussir
s'arrêter	demander	<i> falloir</i>	passer	rire
s'asseoir	demeurer	fermer	payer	saisir
attendre	se dépêcher	finir	penser	<i>savoir</i>
avancer	dépenser	gagner	perdre	sembler
<i>avoir</i>	descendre	s'habiller	pleuvoir	sortir
arriver	désirer	habiter	porter	suivre
baisser	devenir	intéresser	poser	tenir
battre	dîner	jouer	<i>pouvoir</i>	tomber
chanter	<i>dire</i>	laisser	prendre	travailler
chercher	<i>devoir</i>	se laver	préparer	trouver
choisir	donner	se lever	punir	vendre
commencer	dormir	lire	quitter	venir
comprendre	douter	manger	raconter	visiter
compter	écouter	marcher	ramasser	vivre
<i>connaître</i>	écrire	<i>mettre</i>	recevoir	voir
continuer				vouloir

B. Nouns (including irregular plural formations) : An active knowledge of at least 200 nouns, including the following list of 100 :

American	crayon	fruit	montagne	soeur
ami	dame	garçon	nom	soir
après-midi	déjeuner	gens (jeunes)	oeil	table
arbre	devoir	heure	pain	tableau
argent	Dieu	histoire	papier	(noir)
assiette	eau	homme	parent	tasse
automobile	école	jardin	partie	temps
besoin	enfant	jour	père	terre
bois	États-Unis	leçon	pays	tête
boîte	examen	légume	petit déjeuner	théâtre
café	famille	lit	piéd	tiroir
campagne	femme	livre (m.)	plume	train
chaise	fenêtre	madame	pomme	travail
chambre	filie (jeune,	mademoiselle	porte	verre
champ	petite)	magasin	professeur	viande
chapeau	fil	main	promenade	ville
cheval	fleur	maison	rue	vin
cheveux	Français	matin	salle	voisin
chose	France	mère	salon	voix
classe	frère	monsieur	semaine	voyage
couteau				

C. Adjectives (including feminine, plural and double masculine forms) :

âgé	dur	haut	mauvais	propre
aimable	égal	heureux	mechant	puissant
ancien	entier (ière)	important	même	riche
anglais	étrange	inconnu	moderne	rouge
autre	étranger	inquiet	neuf	saint
beau	étroit	intéressant	noir	sale
blanc	facile	intérieur	nombreux	sec (sèche)
bleu	faible	inutile	nouveau	semblable
bon	fatigué	jaune	ouvert	seul
calme	faux, fausse	jeune	pareil (le)	sombre
célèbre	fier (ère)	joli	parfait	tout
chaud	fin	large	particulière	tranquille
cher	fort	leger (ére)	pauvre	triste
clair	fou, fol, folle	lent	petit	utile
content	français	libre	plein	vert
court	froid	long	premier	vieux
dernier	gentil	lourd	prêt	vif (vive)
difficile	grand	malade	prochain	vilain
digne	gros	malheureux	profond	vrai
doux, douce				

D. Adverbs :

alors	combien	done	là	non
assez	comme	encore	lentement	où
aujourd'hui	comment	enfin	loin	oui
aussi	d'abord	ensemble	longtemps	partout
autant	debout	ensuite	maintenant	peu
beaucoup	dehors	hier	même	peut-être
bien	déjà	ici	mieux	plus
bientôt	demain	jamais	moins	pourquoi

presque	si	tant	très	vite
puis	souvent	tard	trop	vraiment
quand	surtout	toujours		

E. Conjunctions and interjections :

bonjour	lorsque	ou	quand
comme	mais	parce que	que
et	merci	pendant que	si

F. Prepositions (with special attention to italicised words) :

<i>à</i> (au, aux)	comme	entre	<i>pour</i>
<i>à</i> côté de	contre	<i>en</i>	près
après	<i>dans</i>	jusqu'à	quant à
avant	<i>de</i> (des, du)	par	sous
avant de	depuis	parmi	<i>sur</i>
<i>avec</i>	derrière	pendant	vers
<i>chez</i>	devant		

V. IDIOMS

à la campagne	faire beau	poser une question
à la maison	faire chaud	une promenade en
à la main	(froid, mauvais)	automobile
aller bien (comment . .)	faire visite à	quelle heure est-il
aller chercher	faire une promenade	il est une heure, etc.
au revoir	huit jours	quel temps fait-il
avoir besoin (etc.)	il y a (ago)	s'agir de
avoir l'intention de	il n'y a pas de quoi	s'appeler
avoir peur	mais oui	se servir de
bon marché	mais non	s'il vous plaît
de bonne heure	n'est-ce pas	tout le monde
en retard	pas de tout	tout de suite
en ville	penser à	tout à coup
être en train de	penser de	

VI. OTHER SPECIAL PROBLEMS

- A. Adjectival phrases with *de* (e.g. *leçon de français*)
- B. Mastery of *il y a* and *voilà*
- C. Use of *depuis* with present and imperfect tenses ; use in the negative.
- D. Use of *venir de*
- E. Use of these negatives : *non, ne . . jamais, ne . . pas, ne . . plus, ne . . rien.*
- F. Use of the commonest prepositions (e.g. those italicised above).
- G. Special drill on the French equivalents of *go, take, time, home, on, to, for, a(n), at.*

The work of the second Subcommittee on Foreign Language has progressed to the point where it is believed that it will be finished within another year. The minimum essentials at least will be completed.

Subcommittee on Supply and Demand of Teachers. Herman A. Spindt, Chairman, stated at the fall meeting of the California Committee that his group had not met but work has been in progress. Mr. Spindt referred to statistical studies made by a subcommittee of the State Reconstruction and Re-employment Commission. These studies indicate that

the problem of teacher supply is primarily one of recruitment of teachers for elementary schools. On the basis of these studies, the Subcommittee on Supply and Demand of Teachers asked that the California Committee endorse the following projects:

1. The supplying of high school, junior college, and college counselors with up-to-date statistical information, including projections into the future.
2. The preparation and distribution of a pamphlet, primarily for high school students, presenting information about the teaching profession with emphasis on the professional opportunity in teaching for personal advancement and for satisfactions derived from rendering a public service.
3. The encouragement of school administrators to urge competent teachers with emergency credentials to continue their college work so as to obtain regular state credentials; and to urge special attention to increasing the "holding power" of the teaching profession.

A motion was passed endorsing the recommended projects. Mr. Spindt had pointed out that funds would be needed for carrying out some of the recommendations and that the endorsement of the California Committee would be helpful in obtaining them.

5. AN IMPORTANT CONFERENCE ON GENERAL EDUCATION

The conference on general education which was arranged by the California Committee for the Study of Education owed its origin to a resolution which was presented to the California Committee for the Study of Education at its October 13, 1945, meeting. In the conference between representatives of high schools and state colleges it was resolved that the California Committee for the Study of Education be urged to appoint a subcommittee composed of representatives of the elementary and secondary schools, state colleges, and the University of California to prepare a report dealing with the program of general education from the elementary school on through the four-year college course, including proper provision for the terminal programs of each of these areas. The group making the proposal was firmly convinced that this approach to the problem of general education would be far more effective than would be independent studies of separate subject fields. The California Committee agreed that the time was ripe for such a study and took action to establish a subcommittee to collect information concerning the subject and to make recommendations for possible further studies. It was decided that the literature pertaining to general education should be assayed, and that it should be determined just what has been accom-

plished in the field which would be of interest to the California Committee in formulating its policy or policies.

Before the subcommittee was appointed, the Steering Committee gave further consideration to the problem at its meeting on December 31, 1945, and came to the conclusion that the appointment of the subcommittee should be postponed and that the California Committee should first arrange a two-day conference on general education, to include participation by the committees on articulation between the high schools, junior colleges, state colleges, State Department of Education, and the University of California. The program for the first day was to be sponsored by the California Committee and was to include a discussion of general education, and on the second day would be held the several articulation meetings, since many of the articulation problems would be concerned with general education.

The conference was held on April 3 and 4, 1946, and the proceedings will be published in their entirety in the *California Journal of Secondary Education*. It is therefore unnecessary, here, to give an exhaustive account of the conference. From all reports, the conference accomplished the purposes which the California Committee had in mind—namely, stimulating interest on the part of California school men in this problem of liberal education and obtaining their help, and that of the organizations and school systems which they represent, in discovering what specific questions in this area need further study and definition. It was considered a very propitious time to hold such a conference, in view of the fact that school administrators will be involved in adjusting their programs to meet the needs of the vast numbers of students who will be seeking enrollment in their institutions next fall.

The morning session of the conference was given over to the presentation of analytical summaries of the plans proposed for general education by the American Council on Education, by Yale University, by Harvard University, and by the College of Letters and Science on the Los Angeles campus of the University of California. The afternoon program consisted of a discussion of the morning's reports, led by a panel of five.

Some of the conclusions of the conference were that there must be definite patterns of general education, that they must be kept in an experimental stage, and that there must be articulation of these patterns between all levels of education—particularly between high schools and colleges and universities. It is here especially that the California Committee can be of service. All were agreed that the very fact that people are thinking over this whole problem of general and specific education is a healthy sign.

The findings of this conference on general education will serve as the basis for a long-time program of study and experimentation on the part of the California Committee.

The major portion of the fall meeting of the California Committee will be devoted to problems of general education, and each member is being asked to make a careful study of the report of the General Education Conference in preparation for the discussions and the making of future plans.

6. FINANCIAL REPORT FOR THE YEAR ENDING MARCH 15, 1946

The California Committee's investigations have been handicapped to some extent by lack of funds. In connection with most projects, there is usually a preliminary survey of previously conducted studies to determine whether or not the findings of such studies would be of value in the present assignment. Such preliminary work ordinarily can best be done by someone hired for the purpose, since members of subcommittees are either in teaching or administrative positions and have little time to spend on so called "spade work."

During the present year, no additional contributions for its work have been received by the California Committee. It, however, has been fortunate in the past in obtaining from the Rosenberg Foundation two specific allocations of funds—\$300 for the work of the Subcommittee on Mathematics and \$750 for the work of the second Subcommittee on Foreign Language, also \$50 each from the University of California, the California Junior College Federation, and the Association of California Secondary School Administrators for the Subcommittee on Accreditation, and \$100 from the California Conservation Council for the work of the California Subcommittee on Conservation Education.

The California Committee is also indebted to the California Society of Secondary Education for publishing several of the Committee's articles and to the State Department of Education for giving the Committee space in its official organ—*California Schools*.

In the report which follows it will be noted that one item is designated as "publications pool." This item was set up for the purpose of taking care of some of the Committee's reports and also to provide a fund in which money from the sale of reports of the first Subcommittee on Foreign Language might be deposited. The funds in this account have been sufficient to take care of the mimeographing and distribution of certain kinds of reports—as for example, the Recommendations of the Subcommittee on Bachelor's Degree Credit for Army and Navy Courses.

FINANCIAL REPORT

A. PUBLICATIONS POOL: (Figures as of March 15, 1946)

(1) Receipts:

Balance reported as of March 21, 1945.....	\$87.02
From sale of Reports of Subcommittees on Foreign Language and Mathematics.....	24.80
Total receipts	\$111.82

(2) Expenditures:

Paid out for mimeographing and authorized purchases from 3/21/45 to 3/15/46.....	38.46
Balance on hand.....	\$73.36

B. FOR THE STUDY CONDUCTED BY THE SUBCOMMITTEE ON ACCREDITATION:

Received \$50.00 each from the University of California, the Junior College Federation, and the Association of California Secondary School Principals	\$150.00
Paid out for services.....	100.00
Balance on hand.....	50.00

C. FOR THE STUDY CONDUCTED BY THE SUBCOMMITTEE ON FOREIGN LANGUAGE:

Received from the Rosenberg Foundation as of 6/2/43.....	\$750.00
Balance as of March 21, 1945.....	699.50
Expenditures 3/21/45 to 3/15/46.....	88.87
Balance on hand.....	610.63

D. FOR THE STUDY CONDUCTED BY THE SECOND SUBCOMMITTEE ON MATHEMATICS:

Received from the Rosenberg Foundation.....	\$300.00
Expenditures	300.00
Balance on hand.....	00.00

E. FOR THE STUDY CONDUCTED BY THE SUBCOMMITTEE ON CONSERVATION EDUCATION:

Total amount received (from Miss Pearl Chase).....	\$100.00
Expenditures	100.00
Balance on hand.....	00.00

NOTE: The funds to the credit of the California Committee are deposited

a. In Bank of America to the account of the California Committee for the Study of Education covering items A and B above	\$123.36
b. With the University of California to the credit of Relations with Schools - California Committee - Rosenberg Foundation (Item C above).....	610.63
Total	\$733.99

7. MEMBERSHIP

The names of the members of the California Committee and its alternates and the Steering Committee are listed below.

CALIFORNIA COMMITTEE FOR THE STUDY OF EDUCATION

<i>Name and Position</i>	<i>Organization or Institution Represented</i>	<i>Term Expires December 31</i>
THOMAS L. NELSON, City Superintendent of Schools, Berkeley	Association of California Public School Superintendents	1947
IRWIN O. ADDICOTT, Assistant Superintendent, Fresno Public Schools	Association of California Public School Superintendents	1948
G. MILLAGE MONTGOMERY, Assistant Superintendent, Los Angeles Public Schools	Association of California Secondary School Administrators	1946
HAROLD R. OLSON, District Superintendent and Principal, Delano Joint Union High School	Association of California Secondary School Administrators	1947
L. P. FARRIS, Principal, Oakland Junior-Senior High School	Association of California Secondary School Administrators	1948
DAVID L. GREENE, Principal, Stockton Evening High School and Junior College	California Association for Adult Education Administrators	1947
LOWRY S. HOWARD, President Emeritus, Menlo School and Junior College, Menlo Park	California Association of Independent Secondary Schools	1947
CORINNE A. SEEDS, Principal, University Elementary School, University of California, Los Angeles	California Elementary School Principals' Association	1946
ELMER C. SANDMEYER, President, Santa Monica City College	California Junior College Federation	1948
CHARLES S. MORRIS, Principal, San Mateo Junior College	California Junior College Federation	1946
FRANK B. LINDSAY, Assistant Superintendent of Public Instruction	California State Department of Education	1946
J. PAUL LEONARD, President, San Francisco State College	California State Colleges	1948
FRANK N. FREEMAN, Dean, School of Education, University of California, Berkeley, <i>Chairman</i>	University of California	1946
FRANKLIN P. ROLFE, Chairman, Department of English, University of California, Los Angeles	University of California	1947
HIRAM W. EDWARDS, Director of Relations with Schools, University of California	University of California	1948
JOHN M. STALNAKER, Dean of Students, Stanford University	Western Association of Colleges and Secondary Schools	1947
R. D. HARRIMAN, Executive Head, Department of Classics, Stanford University	Western College Association	1948

ALTERNATES

CURTIS E. WARREN, City Superintendent of Schools, San Francisco	Association of California Public School Superintendents
ARNOLD C. ARGO, District Superintendent and Principal, Sequoia Union High School, Redwood City	Association of California Secondary School Principals
EDWARD H. REDFORD, Co-ordinator of Adult Education, San Francisco Public Schools	California Association for Adult Education Administrators
ANSON S. THACHER, Headmaster, The Thacher School, Ojai	California Association of Independent Secondary Schools
RUBY L. HILL, Principal, Washington Elementary School, Oakland	California Elementary School Principals' Association

ALTERNATES, *continued*

GRACE V. BIRD, Director, Bakersfield Junior College	California Junior College Federation
WALTER R. HEPNER, President, San Diego State College	California State Colleges
G. P. ADAMS, Dean, College of Letters and Science, University of California, Berkeley	University of California
A. J. CLOUD, President, San Francisco Junior College	Western Association of Colleges and Secondary Schools
J. L. MOTHERSHEAD, Assistant Professor of Philosophy, Stanford University	Western College Association

STEERING COMMITTEE

FRANK N. FREEMAN, University of California, Berkeley <i>Chairman of the California Committee</i>
HIRAM W. EDWARDS, University of California, <i>Secretary-Treasurer of the California Committee</i>
L. P. FARRIS, Principal, Oakland Junior-Senior High School, Oakland
FRANK B. LINDSAY, California State Department of Education
CHARLES S. MORRIS, San Mateo Junior College

8. CONCLUSION

As can be seen from the above report, the California Committee for the Study of Education is a service organization whose resources are at the command of any educational group that needs to clarify its thinking on any specific problem or problems. It invites educators to come to it for such services.

The California Committee wishes to express its appreciation to the Western Association of Colleges and Secondary Schools for publishing its first three annual reports in its *Annual Publication*, and to the California State Department of Education for publishing this report and its fourth annual report in *California Schools*.

DEPARTMENTAL COMMUNICATIONS

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, Superintendent

APPOINTMENTS TO STAFF

DIVISION OF SECONDARY EDUCATION

W. Earl Sams was appointed Chief of the new Bureau of Aviation Education, effective June 1. The Bureau will assist in the development of a state-supervised program of aviation education at the secondary school level, including pre-flight subjects, flight indoctrination, and courses on the economic and social implications of aviation in the postwar world. This program is sponsored by the Civil Air Patrol and operated in conjunction with the public schools.

Mr. Sams comes to the department from active duty as Lieutenant Commander in the Navy, where his assignments included duty as training officer of flight instructors and cadets, operations officer of naval air stations, and executive officer of the naval air base at Palawan in the Philippines. Before entering the Navy in 1942 he was head of the science department and assistant to the principal at Woodrow Wilson Junior High School in Glendale. He holds a Civil Aeronautics Administration private pilot's license and has been actively interested in flying since 1933.

Headquarters of the Bureau will be in Los Angeles, at Room 733, 453 South Spring Street. Three former teachers who are veterans of World War II with extensive flying experience have been appointed to assist Mr. Sams as consultants for the Bureau. All three hold CAA commercial pilot's licenses with single and multi-engine land ratings. John M. Austin of Manhattan Beach and John B. Brinegar of Fullerton will serve in the southern area. Lieutenant Austin was pilot and test pilot with the Army Air Force for four years. Captain Brinegar completed 30 missions in B-17's with the Eighth Air Force in England and later served as information and education officer at the Army Air Base at Santa Ana. William Neal McGowan of Los Angeles, who saw active duty in Corsica and Italy as pilot of B-25's (Mitchell bombers), will act as consultant for the Bureau in the northern area of the state, with headquarters in San Francisco.

DIVISION OF RESEARCH AND STATISTICS

Since June 1 the functions concerned with school budgets, accounting, reports, and apportionments, including the preparation and distribution of forms for handling such data, have been grouped under a new Bureau of School Accounts and Records. Ralph R. Boyden has been appointed Chief of the new Bureau.

Before coming to the Department in November, 1941, Mr. Boyden had ten years' experience as accountant for the Alhambra public schools and four years as field business supervisor for the division of research and guidance in the office of the Los Angeles County Superintendent of Schools.

Mr. Boyden's work in the department began with supervising contributions to education received through the federal Community Facilities (Lanham) Act. Since August, 1943, he has supervised the administration of the state child care center program, especially the allotment of financial aid to these centers from federal and state funds.

Byron C. Curry began work under Henry W. Magnuson, Chief of the Division of Research and Statistics, on June 17 as Consultant in Educational Evaluation and Testing. For two of his three years in the Navy, Mr. Curry served as officer in charge of the Naval Training School for Armed Guards, at Treasure Island, California. From 1931 to 1942 he was teacher and principal in the elementary schools of Redwood City.

CHILD CARE PROGRAM

When federal support of child care centers was withdrawn early in 1946, the California Legislature appropriated funds to continue this program until March 30, 1947. A legislative interim committee on pre-school training will report at the 1947 session regarding permanent plans for a state-sponsored program. Ralph R. Boyden, Chief of the Bureau of School Accounts and Records, is continuing his supervision of the present child care program. In mid-June two persons were appointed to assist him in the administrative and financial aspects of the work. John R. Weber of Los Angeles, formerly counselor in the Los Angeles city school department of attendance and welfare, will serve as Assistant Supervisor, Child Care Program, for southern California with office at 1206 Santee Street, Los Angeles. James M. Hemphill of Stockton, formerly vice-principal and director of the El Dorado Child Care Center of the Stockton School District, will act as Assistant Supervisor, Child Care Program, for northern California with office at department headquarters in Sacramento.

Under the supervision of Bertha V. Akin, Chief of the Bureau of Homemaking Education, two Consultants will be available for field work

in program, nutrition, in-service training and other education aspects of the Child Care Program. Norah M. Clancy of Santa Barbara, formerly director of child service centers for the Kaiser Company in Portland, Oregon, will act as consultant for the northern area with headquarters at Sacramento. Isabella S. Hammack of San Diego, on leave from duties as assistant professor of education at San Diego State College, will serve in the southern area with headquarters in San Diego. Mrs. Clara P. Snyder continues as co-ordinator of this field service.

BUREAU OF TRADE AND INDUSTRIAL EDUCATION

John P. Peper, investigator for the Berkeley Police Department for 15 years, was appointed Special Supervisor in charge of the California Peace Officers Training Program, effective July 15. Appointment of Mr. Peper marks the resumption of this training program which was suspended during the war. He will continue the work previously carried on by George Brereton, now Chief of the Division of Criminal Identification and Investigation in the California State Department of Justice. Mr. Peper holds certificates from the California Technical Institute of Police Officers Training and the National Institute for Traffic Training, both conducted at the University of California in Berkeley. He will co-operate with the Attorney General's advisory committee and other law enforcement officers in outlining programs of training to be conducted in schools and police departments throughout California.

RESIGNATION OF ASSISTANT ADMINISTRATIVE ADVISER

Elmer Laine resigned as Assistant Administrative Adviser of the Department of Education effective June 30, 1946, to accept an appointment as Hearing Officer in the Division of Administrative Procedure of the Department of Professional and Vocational Standards. The appointment of Mr. Laine to his new position is an acknowledgment of his numerous and excellent qualifications.

INTERPRETATIONS OF SCHOOL LAW _____

ALFRED E. LENTZ, Administrative Adviser

[The following items are merely digests, and although care is taken to state accurately the purport of the decisions and opinions reported, the items have the limitations inherent in all digests. The reader is therefore urged to examine the complete text of a decision or opinion and, when necessary, secure competent legal advice before taking any action based thereon.]

APPELLATE COURT DECISIONS

Re-employment of Dismissed School District Permanent Employee as Substitute Employee as Constituting Re-employment as Permanent Employee

Where the plaintiff, a permanent employee, had, with a number of other permanent employees, been dismissed by the governing board of a school district at the close of the school year 1943-1944 under Education Code Section 13651 and the board thereafter, on August 7, 1944, established a re-employment list of such dismissed employees listing such employees in their various educational fields according to seniority and re-employed certain ones with a higher seniority than the plaintiff and classified them as permanent employees and re-employed the plaintiff and classified him as a substitute employee, his re-employment as a substitute employee was not a reappointment within Education Code Section 13654 and he was not by reason of such re-employment re-employed as a permanent teacher. (*Koblik v. Los Angeles City Junior College District etc. et al.*, 74 A CA 808.)

Power of Governing Board of District to Re-rate Teachers for Salary Purposes

The correct interpretation of the opinion in *Aebli v. Board of Education*, 62 Cal. App. (2d) 706 (see June, 1944, *California Schools*, page 157) is that the judgment of the trial court as to the six teachers involved in the instant proceeding was affirmed, the teachers having been those as to whose original ratings a clerical error had been made. (*Aebli et al. v. Board of Education of the City and County of San Francisco et al.*, 74 ACA 499.)

Service as a Substitute Employee as Service Toward Attainment of Status of School District Permanent Employee

A person who for five years actually served as a substitute employee on a year to year rather than a day to day basis in a school district having an average daily attendance of 850 or more is not entitled by reason of such service to be classified by operation of law as a permanent employee

of the district under Education Code Section 13081 since service as a substitute employee cannot be counted as service under said section (citing *Hagsett v. Beverly Hills School District*, 11 Cal. App. (2d) 400). (*Ham v. Los Angeles City High School District*, 74 A C A 866.)

Maintenance of Action for Personal Injuries Against Political Subdivisions of State, Including School Districts

A person is not debarred from maintaining an action for personal injuries against a municipality or other political subdivision of the State because of failure to file a claim within the time fixed by statute (as to claims against school districts see Education Code Section 1007 and Government Code Section 1981) where the person is rendered incapable of filing the claim in time by the tortious injury for which he seeks to recover (citing *Farrell v. County of Placer*, 23 Cal. (2d) 624 and refusing to follow *Johnson v. City of Glendale*, 12 Cal. App. (2d) 389 and *Wicklund v. Plymouth Elementary School District*, 37 Cal. App. (2d) 252). (*Schulstad v. City and County of San Francisco*, 74 ACA 109.)

ATTORNEY GENERAL'S OPINIONS

Liability of State Vocational Education Fund to Pro Rata Cost of Administering State Civil Service Act

Under Education Code Sections 9161, 9162, and 9163, the State Vocational Education Fund cannot be used to pay any prorata cost of administering the State Civil Service Act as provided by Government Code Sections 18750-18751 since the United States Office of Education has held that federal vocational funds cannot be used for such purpose. (AGO 45-168, 7 Ops. Cal. Atty. Gen. 375.)

Availability of Moneys Under "Construction and Employment Act" for Schools

Under Chapter 20, Statutes First Extraordinary Session (1946) 56th Legislature, schools located within a city may be made beneficiaries of the funds granted to such city under the act by the city designating the school district maintaining the schools as an assignee. Likewise schools located in a county outside of an incorporated city may be made beneficiaries of the funds granted to the county under the act by the county designating the school district maintaining such school as an assignee (citing Sections 23 and 24 of said act).

In addition it appears that cities of the first and fifth classes and chartered cities may themselves use moneys granted to such cities under said act for the construction of schools in such cities. (AGO 46-75, 7 Ops. Cal. Atty. Gen. 189.)

FOR YOUR INFORMATION

STEERING COMMITTEE FOR CENTENNIALS

Californians are looking forward to a series of centennial celebrations in 1948, 1949 and 1950. Observation of historical anniversaries will be both local and state-wide and will involve virtually every community in the state.

Because of the importance of school and college participation in the centennials, the General Committee on State Centennial Celebrations of the California State Chamber of Commerce, with Joseph R. Knowland as chairman, has begun the organization of a Committee on Educational Activities by designating a Steering Committee on Educational Activities composed of fifteen school people, as follows:

- ROY E. SIMPSON, Superintendent of Public Instruction, *Chairman*
ROBERT BUSH, Stanford University
JOHN S. CARROLL, Superintendent of Schools, San Diego County, representing the Association of California County School Superintendents
A. J. CLOUD, President, San Francisco Junior College, representing California Teachers Association
HARRY G. HANSELL, Principal, Presidio Junior High School, San Francisco, representing the Association of California Secondary School Principals
HELEN HEFFERNAN, Chief, Division of Elementary Education, California State Department of Education
FRANK B. LINDSAY, Assistant Superintendent of Public Instruction; Chief, Division of Secondary Education, California State Department of Education
MRS. G. W. LUHR, California Congress of Parents and Teachers
GEORGE C. MANN, Chief, Division of Adult and Continuation Education, California State Department of Education
J. PAUL MOHR, Registrar and Director of Personnel, San Francisco Junior College, representing California Junior College Federation
MSGR. JAMES O'DOWD, Superintendent of Schools, San Francisco Diocese
EVA M. OTT, Principal, Elisabeth Sherman School, Oakland, representing California Elementary School Principals' Association
GEORGE A. PETTITT, University of California
DAVID H. RUSSELL, Associate Professor of Education and Director of Supervised Teaching, University of California, representing California School Supervisors Association

Ex officio members of this committee are Mr. Knowland, Jerry Carpenter, Secretary of the Chamber of Commerce General Committee, and Al Slonaker, Chairman on Educational Activities for Centennial Celebrations.

The Steering Committee met for the first time on May 6, 1946, in San Francisco, to discuss the scope of educational participation in cen-

ennial celebrations, the correlation of school curriculums with centennial events, and the formation of a state-wide committee on educational activities to meet in the fall of 1946.

RURAL SCHOOL CHARTER DAY

October 4, 1946, the second anniversary of the first White House Conference on Rural Education, has been officially designated as Rural School Charter Day. This is being established as an annual event in order that communities everywhere may set aside one day each year when school and nonschool leaders together give special consideration to rural school problems.

The National Education Association called, planned, and directed the 1944 conference through three of its service divisions. More than 100,000 copies of "A Charter of Education for Rural Children" were distributed. Specific suggestions for observing Rural School Charter Day in 1946 will be distributed by the Rural Service and Field Service divisions in the belief that the attention of people generally can well be focused on the still unsolved problems of rural education.

Printed copies of the "Charter of Education for Rural Children" suitable for framing are available from the Department of Rural Education, National Education Association, 1201 16th Street, N. W., Washington 6, D. C. One to ten copies will be sent to any county superintendent free. For larger quantities the cost is one cent each.

PROFESSIONAL LITERATURE

PUBLICATIONS RECEIVED

FRENCH, JOHN S. *Trends in Employment and Earnings for 19 Graduating Classes of a Teachers College, as Shown by the Record of the 1927-36 Classes of the New Jersey State Teachers College at Newark, New Jersey.* Contributions to Education No. 911. New York: Bureau of Publications, Teachers College, Columbia University, 1945. Pp. vi + 103.

Directory of Colleges, Universities, and Professional Schools Offering Training in Professions Other Than Those Concerned with Health and the Arts. Compiled by Claire B. Benenson. New London, Connecticut: Institute of Women's Professional Relations, Research Headquarters, Connecticut College, 1945. Pp. viii + 246.

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